

University of Tennessee, Knoxville
Dept. of History

HISTORY 472 (Section 49155)

The History of Nazi Germany

Spring 2004
MWF, 10:10-11am
HSS 64

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This upper-level history course examines the rise to power of the Nazi party in Germany, the disastrous human consequences caused by Hitler's brutal rule and racist programs, and the ending of Nazi domination of Europe. The course traces important questions about the Nazi dictatorship: How deeply rooted were the origins of Nazi ideas in German and European culture? Was the Nazis' rise to power inevitable or the product of converging crises? What drove Hitler's aggressive foreign policy? Did the dictatorship rely more on terror or fanatical enthusiasm in the German population at large? How did the Nazis put into motion their racial plans and program of genocide against Europe's Jewish communities? How was Nazi Germany finally defeated? To address these issues, our course of readings includes significant historical monographs and contemporary documents. This lecture and discussion course will require a midterm, final, and a longer term paper.

REQUIRED TEXTS

(all available at UT Book & Supply Store, University Center. Where available, readings have also been put on reserve at the library):

Arendt, Hannah. *Totalitarianism: Part Three of The Origins of Totalitarianism*.

Hacker, Diana. *A Pocket Style Manual* (any edition).

Mosse, George. *The Crisis of German Ideology*.

Proctor, Robert. *Racial Hygiene: Medicine Under the Nazis*.

Remak, Joachim, ed. *The Nazi Years: A Documentary History*.

Spielvogel, Jackson. *Hitler and Nazi Germany*, 4th ed.

REQUIREMENTS AND GRADING:

This course will be a combination of lecture and discussion. In addition to a midterm and a comprehensive final, the central requirement of the course will be a term paper, based on the readings done for this course. A copy of the paper assignment is attached to this syllabus. It will be due **April 7 (Wednesday)** at the beginning of the class session (late papers will be penalized 5% points for each day or portion of a day after the deadline, with the sole exception of medical emergencies certified in writing by a physician. The same policy applies to missed exams. No papers or exams will be accepted more than 4 days late. All papers must be turned in as

hardcopy—computer files or attachments will not be accepted.). The final grade for the course will be determined by the midterm (20%), the final examination (30%), your paper (30%), and overall class participation and preparation (20%). Participation includes a series of one-page essays called rescripts assigned in conjunction with the readings (see the end of this syllabus for explanation of one-page papers). Each of these elements (midterm, final, term paper, and participation) is a course requirement, and without fulfilling each one, one cannot pass the course. The final course grade will be determined as follows [see University of Tennessee's *Undergraduate Catalog 2003-2004*, p. 41 for grade descriptions]:

A	90-100	Superior performance
B+	87-89	Very good
B	80-86	Good
C+	77-79	Fair
C	70-76	Satisfactory
D	60-69	Unsatisfactory
F	0-59	Failure

You are reminded that grades are earned by the student: they are not "awarded," but reflect the quality of your own work. As you will notice, class participation is a very large part of your final grade. Active participation means: regular attendance, careful reading and preparation prior to class (including one-page rescripts assigned for selected readings), bringing the texts to class (as we will refer to them closely in our discussion), and active participation in discussion. Instances of plagiarism or cheating (as laid out in the policy printed in the student guide, *Hilltopics*) on any of the class assignments or examinations will lead to an immediate failing grade for the course as a whole and referral to university authorities.

This course also has an additional online component, to reinforce the in-class sessions. When possible, assignments, announcements, and other class materials will be posted on-line under our course's section number (49155) on UT's Blackboard system, which you can access by going to <http://online.utk.edu>. Students are responsible for all assignments and announcements for the course, whether in class or on-line.

CLASS SCHEDULE:

Week 1.

January 12 (Monday)	"Introduction"
January 14 (Wednesday)	"Background of German History" Reading: Spielvogel, <i>Hitler and Nazi Germany</i> , p. 1-9.
January 16 (Friday)	"European Racism and Anti-Semitism"

Week 2.

(January 19 (Monday))-----	Holiday—No Classes)
January 21 (Wednesday)	"Volkish Thought and German Nationalism" Reading: Spielvogel, p. 10-20.
January 23 (Friday)	"World War I"

Week 3.

January 26 (Monday)	"The Legacies of Total War"
January 28 (Wednesday)	"The Weimar Republic"
January 30 (Friday)	Discussion: Mosse, <i>Crisis of German Ideology</i> (p.1-145). (Rescript #1 due).

Week 4.

February 2 (Monday)	"Hitler and the Nazi Party" Reading: Spielvogel, p. 20-41.
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February 4 (Wednesday)
February 6 (Friday)

“Nazi Ideology and its Roots”
“German Politics”

Week 5.

February 9 (Monday)

“Failed Revolt and New Tactics”

Reading: Spielvogel, p. 42-53.

February 11 (Wednesday)

“Nazi Appeals and Popular Support”

February 13 (Friday)

Discussion: Remak, *The Nazi Years*, p. 1-47. (Rescript #2 due).

Week 6.

February 16 (Monday)

“Beginning of the End of Weimar Germany”

Reading: Spielvogel, p. 54-90.

February 18 (Wednesday)

“Hitler Comes To Power”

February 20 (Friday)

“*Gleichschaltung*--Consolidation and Coordination of Power”

Week 7.

February 23 (Monday)

“The Total State”

Reading: Spielvogel, p. 91-123.

February 25 (Wednesday)

“Nazi Society: A Social Revolution?”

February 27 (Friday)

MIDTERM EXAMINATION

Week 8.

March 1 (Monday)

“L.T.I.: Klemperer's Analysis of Nazi Vocabulary”

Reading: Spielvogel, p. 124-191.

March 3 (Wednesday)

“The Racial State”

March 5 (Friday)

“Hitler as Leader”

Week 9. (March 8-12----- SPRING BREAK)

Week 10.

March 15 (Monday)

“Hitler's Foreign Policy Revolution”

Reading: Spielvogel, p. 192-268.

March 17 (Wednesday)

“World War II”

March 19 (Friday)

Discussion: Arendt, *Totalitarianism*. (all) (Rescript #3 due).

Week 11.

March 22 (Monday)

“Policies of Occupation”

Reading: Spielvogel, p. 269-309.

March 24 (Wednesday)

“The 'Final Solution': Coordinated Mass Murder”

March 26 (Friday)

Discussion: Proctor, *Racial Hygiene: Medicine Under the Nazis*.

(all) (Rescript #4 due).

Week 12.

March 29 (Monday)

“The Camp System”

Reading: Spielvogel, p. 269-309.

March 31 (Wednesday)

“*Generalplan Ost*: The General Plan for the East”

April 2 (Friday)

Discussion: Remak, *The Nazi Years*, p. 49-105

Week 13.

April 5 (Monday) "Nazi Visions of the Future"
April 7 (Wednesday) FILM and **Term paper due in class at start of session.**
(April 9 (Friday))-----Holiday—No Classes)

Week 14.

April 12 (Monday) "Collaboration in Europe"
April 14 (Wednesday) "Resistance in Germany and Europe"
(April 16 (Friday))-----Class does not meet)

Week 15.

April 19 (Monday) "Total Mobilization"
April 21 (Wednesday) Discussion: Remak, *The Nazi Years*, p. 107-176.
April 23 (Friday) FILM

Week 16.

April 26 (Monday) (class does not meet)
April 28 (Wednesday) "The Collapse of the Reich"

May 4 (Tuesday) **FINAL EXAM, 10:15am** (may not be missed for any reason)

GUIDELINES FOR RESCRIPT ESSAYS

This is a writing intensive course, which aims not only to communicate specific facts or information, but also to cultivate skills essential to a liberal education: reasoned argument, close critical reading, and clear, vigorous writing (where all these skills, ideally, come together). Thus, in this course, in addition to the major term paper later in the semester, you will also write a series of one-page essays called **RESCRIPTS** before our discussions, on a question which you will be given in advance. Each typed rescript will be turned in at the end of the session. Late rescripts are penalized and after four days are not accepted.

In each rescript, you will have to craft an argument in answer to a question on the reading (or readings). Practice the skill of hammering out a thesis sentence which launches your clear argument and engages the reader. Then reason the argument through in more detail. To bolster your argument, you should provide evidence, with quotes and page-number citations (three pieces of evidence would be ideal in a text of this length). Do not go over the one-page limit. While this restriction on length is obviously artificial (as are any page limits, for that matter), working within the constraints of this form will encourage you to condense and concentrate your thoughts. You should create a compelling title for your rescript. This is often a good way to review whether you have a strong argument which can be summed up readily. Note that your rescripts will be assessed with an eye to the force of the argument, rather than with an eye to one "correct" answer to the questions posed. The questions that will be presented for your verdict will quite deliberately be open-ended, with many reasonable arguments that may be presented in debate. Your rescripts will be evaluated both on content (and the quality of the argument presented there) AND form (grammar, syntax, spelling, punctuation, precision in choice of vocabulary). You must edit carefully. Your writing is a part of your self-

presentation, and unless your ideas are expressed in a way which is attractive, your ideas will not get the hearing they deserve.

The rescripts will be evaluated with the following marks: check minus, check, or check plus. The mark of check minus means that your rescript falls short of the quality demanded. A check means that the work is satisfactory (and corresponds to the letter grade of "C"= satisfactory). A check plus is a special mark of approval, indicating work of high quality. By semester's end, the marks will be pooled together and factored in to your participation grade. The rescripts deliberately will not be assigned letter or number grades for one specific reason: if your rescripts improve over the semester, the final evaluation will reflect that improvement, rather than being only a mechanical, mathematical product of grading. Thus, incentives for improvement are considerable.

Helpful General Points for Editing:

- *Use one tense consistently throughout, without confusing tense-shifting. Use either past or present tense.
- *Avoid one-sentence paragraphs. A paragraph should develop an idea at more length.
- *Leave rescript titles without underlining. They stand alone. Do underline or italicize quoted book titles.
- *Always provide page numbers for your citations. Page references come after (outside) quotation marks.
- *Pronouns within sentences (he, she, they) must match. If you begin with singular, stay with singular.
- *Write in complete sentences. Avoid incomplete sentences.
- *Vary your expressions. Avoid close repetition of identical words or phrases.
- *FRAME your quotes by integrating them into your sentences. Do not simply "drop" quoted sentences to stand alone. This is less effective. It is also most effective to finish an essay with your own words of summary or conclusion, rather than ending with a quote. When you integrate quotes effectively into your own prose, the quotes and your sentences must scan in terms of syntax and grammar.

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PAPER ASSIGNMENT

Spring 2004

January 12, 2004

Your term paper for History 472 is to address the following problem:

Discuss the Nazis' ambitions for remaking German society. What do you see as their three main aims? Which elements of Nazi social ideology were new, responding to crises in the Weimar Republic, and which were older elements, with roots in German history before 1918? Which were more important—the old or new parts? Be sure to comment on Arendt's view of the Nazis' ambitions concerning German society (does the Third Reich fit Arendt's analysis of totalitarianism?)? In the final analysis, did the Nazis create a social revolution in Germany? If so, how? If not, why not?

Be sure to respond to all of the points raised above (though not necessarily in the given order). Your discussion may include all the books read for this course. No outside reading is required. However, one requirement of this paper assignment is that you must use examples and quotes (cited) from each of the following books: Mosse, Arendt, and Proctor, and two primary sources from Remak. In making an argument, be sure to define your terms!

Concentrate on hammering your ideas into a focused, specific argument. Finally, this must be reflected in a compelling, powerful title for your essay (if you cannot formulate a clear and potent title, this is probably a sign that your argument needs more work).

The paper is due on **April 7 (Wednesday)** in class, at the beginning of the class session (as your syllabus notes, papers handed in late will be penalized 5% points for each day or portion of a day late. No papers will be accepted more than 4 days late). Papers are to be 1250 words in length (5 pages plus a title page), typed and double-spaced. All papers must be turned in as hardcopy—computer files or attachments will not be accepted. No paper may be longer than 5 pages (plus a title page)--you must strive to be concise. Include a title page with your name and the compelling title you created which condenses your argument. Be very careful to attribute quotes and to mark citations with footnotes (author, title, page number cited) or notes in parentheses just after the quote (e.g., (Arendt, 199)). The use of unattributed quotations is plagiarism. Regarding footnotes, consult the Hacker guide and Kate Turabian's *A Manual for Writers of Term Papers*, or one of the many other style guides available at the bookstore, and be consistent in observing the conventions. **No bibliography is required, except if you use sources other than our assigned readings. All pages are to be numbered.**

Your paper will be judged in two categories: 1) the strength of the argument and reasoning and 2) the strength of the presentation and style. Since your ideas and insights deserve to be presented attractively, do not neglect spelling, grammar, and other questions of form and style. These will form a very important part of your total grade.

A Word To The Wise: Avoid common mistakes in writing and editing by :

Avoiding tense-shifting (stay with past or present tense throughout); framing quotes rather than just dropping them into text; avoiding run-on sentences and incomplete sentences; crafting transitions between paragraphs; using block quotes when quote over 3 lines; attending to correct word usage (e.g. 'affect' vs. 'effect').